Avi Kaplan

List of Publications by Year
in descending order

84 papers	7,456 citations	101543 36 h-index	71685 76 g-index
91 all docs	91 docs citations	91 times ranked	3653 citing authors

#	Article	IF	Citations
1	Do Students' Questions during Chemistry Lectures Predict Perceived Comprehension and Exam Performance?. Journal of Experimental Education, 2023, 91, 411-430.	2.6	2
2	To what ends? Analyzing teacher candidates' goals and perceptions of student talk in social studies discussions. Journal of Social Studies Research, 2023, 47, 79-91.	0.8	2
3	A complex dynamic systems approach to the design and evaluation of teacher professional development. Professional Development in Education, 2021, 47, 289-314.	2.8	11
4	Visitors' attendance motivation and meaning making at a public science event. International Journal of Science Education, Part B: Communication and Public Engagement, 2021, 11, 75-89.	1.5	0
5	How Instructors Can Enhance Biology Students' Motivation, Learning, and Grades through Brief Relevance Writing and Worked-Example Interventions. Journal of Microbiology and Biology Education, 2021, 22, .	1.0	0
6	Identity Scholarship in Educational Psychology: Toward a Complex Dynamic Systems Perspective. , 2021, , 529-563.		0
7	Concept Mapping as a Mechanism for Assessing Science Teachers' Cross-Disciplinary Field-Based Learning. Journal of Science Teacher Education, 2020, 31, 8-33.	2.5	3
8	The origins, evolution, and future directions of achievement goal theory. Contemporary Educational Psychology, 2020, 61, 101862.	2.9	147
9	The Role of Context in Educational RCT Findings: A Call to Redefine "Evidence-Based Practice". Educational Researcher, 2020, 49, 285-288.	5.4	27
10	Examining micro-change within and among science teachers' identities: A multiple case study. Science Education, 2020, 104, 827-856.	3.0	10
11	Steps for Applying the Complex Dynamical Systems Approach in Educational Research: A Guide for the Perplexed Scholar. Journal of Experimental Education, 2020, 88, 486-502.	2.6	14
12	Combined cognitive–motivational modules delivered via an LMS increase undergraduate biology grades.. Technology Mind and Behavior, 2020, 1, .	1.7	7
13	Intervening in Student Identity in Mathematics Education: An Attempt to Increase Motivation to Learn Mathematics. International Electronic Journal of Mathematics Education, 2020, 15, em0597.	0.7	5
14	Supplemental Material for Combined cognitive–motivational modules delivered via an LMS increase undergraduate biology grades.. Technology Mind and Behavior, 2020, 1, .	1.7	0
15	The conceptualization of costs and barriers of a teaching career among Latino preservice teachers. Contemporary Educational Psychology, 2019, 59, 101794.	2.9	15
16	Interrelations among expectancies, task values, and perceived costs in undergraduate biology achievement. Learning and Individual Differences, 2019, 72, 26-38.	2.7	53
17	Identity and Motivation in a Changing World: A Complex Dynamic Systems Perspective. Advances in Motivation and Achievement: A Research Annual, 2019, , 101-127.	0.3	104
18	An identity systems perspective on high ability in self-regulated learning. High Ability Studies, 2019, 30, 53-78.	1.9	14

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19	A complex dynamic systems perspective on teacher learning and identity formation: an instrumental case. Teachers and Teaching: Theory and Practice, 2019, 25, 7-33.	1.9	71
20	Students' Personal Connection with Science: Investigating the Multidimensional Phenomenological Structure of Self-Relevance. Journal of Experimental Education, 2018, 86, 86-104.	2.6	22
21	Teacher Identity and Motivation: The Dynamic Systems Model of Role Identity. , 2018, , 71-82.		24
22	Disability identity and use of services among college students with psychiatric disabilities.. Qualitative Psychology, 2018, 5, 358-379.	6.1	10
23	The Emergence of Outreach Ambassador Role Identities in Undergraduate Engineering Students. Journal of STEM Outreach, 2018, 1, .	0.5	3
24	Theory-based assessment in environmental education: a tool for formative evaluation. Environmental Education Research, 2017, 23, 269-299.	2.9	11
25	High school students' academic causal attributions in the cultural-political context of the Arab school system in Israel. Intercultural Education, 2017, 28, 60-74.	1.0	5
26	Epistemic beliefs and achievement goal orientations: Relations between constructs versus personal profiles. Journal of Educational Research, 2017, 110, 32-49.	1.6	24
27	Integrating Identity Formation and Subject Matter Learning. , 2017, , 53-61.		8
28	A complex dynamic systems perspective on identity and its development: The dynamic systems model of role identity.. Developmental Psychology, 2017, 53, 2036-2051.	1.6	134
29	Profiles of change in motivation for teaching in higher education at an American research university. Teaching in Higher Education, 2016, 21, 628-643.	2.6	20
30	Undergraduate STEM Achievement and Retention. Policy Insights From the Behavioral and Brain Sciences, 2016, 3, 4-11.	2.4	96
31	Types of Homeschool Environments and Need Support for Children's Achievement Motivation. Journal of School Choice, 2016, 10, 330-354.	0.8	10
32	Museums as Contexts for Transformative Experiences and Identity Development. Journal of Museum Education, 2016, 41, 341-352.	0.6	36
33	Bayesian analysis in educational psychology research: An example of gender differences in achievement goals. Learning and Individual Differences, 2016, 47, 129-135.	2.7	7
34	Growth curve modeling analysis of social and academic coping during elementary school. Journal of Applied Developmental Psychology, 2015, 41, 99-109.	1.7	13
35	Opinion: Paradigms, methods, and the (as yet) failed striving for methodological diversity in educational psychology published research. Frontiers in Psychology, 2015, 6, 1370.	2.1	7
36	Instructional context and student motivation, learning, and development: Commentary and implications for school psychologists. School Psychology International, 2015, 36, 638-647.	1.9	9

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37	Employing a case study approach to capture motivation and self-regulation of young students with learning disabilities in authentic educational contexts. Metacognition and Learning, 2015, 10, 119-149.	2.7	17
38	The role of identity development, values, and costs in college STEM retention.. Journal of Educational Psychology, 2014, 106, 315-329.	2.9	364
39	Design-Based Interventions for Promoting Students' Identity Exploration within the School Curriculum. Advances in Motivation and Achievement: A Research Annual, 2014, , 243-291.	0.3	34
40	The affective experience of normative-performance and outcome goal pursuit: Physiological, observed, and self-report indicators. Learning and Individual Differences, 2014, 32, 114-123.	2.7	8
41	Section Commentary. , 2014, , 52-66.		8
42	Motivation theory in educational practice: Knowledge claims, challenges, and future directions.. , 2012, , 165-194.		121
43	Identity formation in educational settings: A contextualized view of theory and research in practice. Contemporary Educational Psychology, 2012, 37, 240-245.	2.9	74
44	Identity formation in educational settings: A critical focus for education in the 21st century. Contemporary Educational Psychology, 2012, 37, 171-175.	2.9	75
45	Promoting identity exploration within the school curriculum: A design-based study in a Junior High literature lesson in Israel. Contemporary Educational Psychology, 2012, 37, 195-205.	2.9	41
46	Clarifying mastery-avoidance goals in high school: Distinguishing between intrapersonal and task-based standards of competence. Contemporary Educational Psychology, 2011, 36, 268-279.	2.9	59
47	The role of parents' motivation in students' autonomous motivation for doing homework. Learning and Individual Differences, 2011, 21, 376-386.	2.7	94
48	Purpose of engagement in academic self-regulation. New Directions for Teaching and Learning, 2011, 2011, 9-19.	0.4	10
49	Achievement Goals and Persistence Across Tasks: The Roles of Failure and Success. Journal of Experimental Education, 2011, 79, 429-451.	2.6	44
50	Positive classroom motivational environments: Convergence between mastery goal structure and classroom social climate.. Journal of Educational Psychology, 2011, 103, 367-382.	2.9	214
51	What Do Social Groups have to Do with Culture? The Crucial Role of Shared Experience. Frontiers in Psychology, 2010, 1, 199.	2.1	5
52	Achievement goal orientations and identity formation styles. Educational Research Review, 2010, 5, 50-67.	7.8	59
53	Students' Needs, Teachers' Support, and Motivation for Doing Homework: A Cross-Sectional Study. Journal of Experimental Education, 2009, 78, 246-267.	2.6	120
54	Motivation and Identity: The Relations of Action and Development in Educational Contexts—An Introduction to the Special Issue. Educational Psychologist, 2009, 44, 73-77.	9.0	75

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55	Religious Exploration in a Modern World: The Case of Modern-Orthodox Jews in Israel. Identity, 2009, 9, 233-251.	2.0	15
56	Achievement goal orientations and self-regulation in writing: An integrative perspective.. Journal of Educational Psychology, 2009, 101, 51-69.	2.9	92
57	Identified versus introjected approach and introjected avoidance motivations in school and in sports: The limited benefits of self-worth strivings.. Journal of Educational Psychology, 2009, 101, 482-497.	2.9	201
58	Clarifying Metacognition, Self-Regulation, and Self-Regulated Learning: What's the Purpose?. Educational Psychology Review, 2008, 20, 477-484.	8.4	110
59	The Role of Interpersonal Relationships in Student Motivation: Introduction to the Special Issue. Journal of Experimental Education, 2008, 76, 115-119.	2.6	30
60	Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement.. Journal of Educational Psychology, 2007, 99, 83-98.	2.9	663
61	Academic goal orientations, multiple goal profiles, and friendship intimacy among early adolescents. Contemporary Educational Psychology, 2007, 32, 231-252.	2.9	77
62	The Contributions and Prospects of Goal Orientation Theory. Educational Psychology Review, 2007, 19, 141-184.	8.4	609
63	Exploratory Orientation as an Educational Goal. Educational Psychologist, 2006, 41, 99-110.	9.0	155
64	Motivational influences on transfer of problem-solving strategies. Contemporary Educational Psychology, 2005, 30, 1-22.	2.9	67
65	Choosing to Stay Religious in a Modern World: Socialization and Exploration Processes Leading to an Integrated Internalization of Religion among Israeli Jewish Youth. Advances in Motivation and Achievement: A Research Annual, 2005, , 105-150.	0.3	29
66	Early Adolescents' Achievement Goals, Social Status, and Attitudes Towards Cooperation with Peers. Social Psychology of Education, 2004, 7, 127-159.	2.5	78
67	The Change in Middle School Students' Achievement Goals in Mathematics Over Time. Social Psychology of Education, 2004, 7, 289-311.	2.5	105
68	De-arabization of the bedouin: A study of an inevitable failure. Interchange, 2004, 35, 387-406.	1.8	5
69	ACHIEVEMENT GOALS AND INTERGROUP RELATIONS. Advances in Motivation and Achievement: A Research Annual, 2004, , 97-136.	0.3	16
70	Should childhood be a journey of a race? Response to Harackiewicz et al. (2002).. Journal of Educational Psychology, 2002, 94, 646-648.	2.9	106
71	Rhetoric as the Contextual Manipulation of Self and Nonself. Research on Language and Social Interaction, 2002, 35, 93-112.	2.4	16
72	Classroom goal structure and student disruptive behaviour. British Journal of Educational Psychology, 2002, 72, 191-211.	2.9	245

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73	Interpretations of the past and expectations for the future among Israeli and Palestinian youth.. American Journal of Orthopsychiatry, 2002, 72, 26-38.	1.5	99
74	Interpretations of the past and expectations for the future among Israeli and Palestinian youth.. American Journal of Orthopsychiatry, 2002, 72, 26-38.	1.5	1
75	Performance-approach goals: Good for what, for whom, under what circumstances, and at what cost?. Journal of Educational Psychology, 2001, 93, 77-86.	2.9	890
76	Jewish-Arab relations in Israel: Perceptions, emotions, and attitudes of university students of education. Intercultural Education, 2001, 12, 289-307.	1.0	27
77	Identity and Political Stability in an Ethnically Diverse State: A Study of Bedouin Arab Youth in Israel. Social Identities, 2000, 6, 49-61.	0.5	20
78	Enhancing the Motivation of African American Students: An Achievement Goal Theory Perspective. Journal of Negro Education, The, 1999, 68, 23.	0.6	38
79	Culture, Motivation and Achievement: Towards Meeting the New Challenge. Asia Pacific Journal of Education, 1999, 19, 15-29.	2.1	4
80	Achievement Goals and Student Well-Being. Contemporary Educational Psychology, 1999, 24, 330-358.	2.9	363
81	The relationship between perceptions of the classroom goal structure and early adolescents' affect in school: The mediating role of coping strategies. Learning and Individual Differences, 1999, 11, 187-212.	2.7	125
82	The Development and Validation of Scales Assessing Students' Achievement Goal Orientations. Contemporary Educational Psychology, 1998, 23, 113-131.	2.9	534
83	The Effect of Achievement Goals: Does Level of Perceived Academic Competence Make a Difference?. Contemporary Educational Psychology, 1997, 22, 415-435.	2.9	168
84	Handbook of Motivation at School. , 0, , .		214